

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:   Place date stamp here. <div style="text-align: center;"> <b>2015 AUG 19 PM 2:25</b>  <i>Document Control Center</i>  <i>Grants Administration</i> </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Received  
Texas Education Agency

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name		County-District #	Campus name/#	Amendment #
Connally ISD		161921	Connally Elementary/004	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
746003571	12	TX-017	835607052	
Mailing address			City	State ZIP Code
200 Cadet Way			Waco	TX 76705

**Primary Contact**

First name	M.I.	Last name	Title
David	T	Wimberly	Director of Federal Programs
Telephone #	Email address		FAX #
254-296-6463	dwimberly@connally.org		254-412-5530

**Secondary Contact**

First name	M.I.	Last name	Title
Holly		Bounds	Principal
Telephone #	Email address		FAX #
254-750-7100	hbounds@connally.org		254-412-5525

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Wesley		Holt	Superintendent
Telephone #	Email address		FAX #
254-296-6460	wholt@connally.org		254-412-5530
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

**701-15-107-009**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable</li> </ol> </li> </ol> </li> </ol>

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	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <u>Early College High School</u> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.</p>

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
- (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
- (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:

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1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

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9. Use data to identify and implement an instructional program that is:
- (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
- (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
- 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
  - 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff
  - 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - 6. Use data to identify and implement an instructional program that is research-based and vertically

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	<p>aligned from one grade to the next, as well as aligned with State academic standards;</p> <ol style="list-style-type: none"> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ol style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>4. The whole-school model must implement the model for all students in the school.</li> <li>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:             <ol style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ol> </li> </ol>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>restart model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization</li> </ol>
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	<p>that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:</p> <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> <p>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>closure model</b>, the campus will meet all of the following federal requirements:</p> <p>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>Rural LEA applicant</b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform model</b>, the campus will meet all of the following federal requirements:</p> <p>1. Implement an evidence-based whole-school reform in partnership with a model developer.</p> <ul style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ul> <p>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a></p> <p>These approved models are supported by:</p> <ul style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ul> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p>

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	<p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Connally Primary School, and Connally Elementary School in Connally ISD (CISD) are applying for the 2015-2020 Texas Title 1 Priority Schools Grant, Cycle 4 because these feeder campuses have been designated as "Improvement Required" for two consecutive years (20 Priority Points). For the 2015-16 school year, a third campus has been established, Connally Early Childhood Center, which will house PreK and Kindergarten students. CISD also has a child care facility. In addition, the District Education Improvement Committee (DEIC) composed of campus administrators, key staff, and influential stakeholders in the community believe that this grant project will benefit the student population (1201 students) by improving school readiness and success in the areas of language and literacy, mathematics, and science for disadvantaged students and students that have not made academic progress. CISD will implement the **Early Learning Intervention Model (20 Priority Points)** utilizing research-based school reform initiatives intended to motivate, develop and retain high-quality teachers to increase student achievement. The three campuses are eager to improve student performance by fostering an open, supportive, and collaborative campus culture that will allow teachers to seek and attain growth within their field. The model for these campuses will relate to the goals of the campuses by expanding the preschool program to meet the requirements of a high-quality program as defined by the USDE; provide teachers with joint planning time across grade levels, include the CISD's Child Care Facility for students age 0-4; implement a home visiting program model that focuses on parent involvement and early learning; develop a teacher evaluation system; develop a compensation plan that includes financial incentives and increased opportunities for the promotion of staff who increase student achievement; job-embedded professional development; enroll in the Children's Learning Institute Engage Platform, and utilize the Texas School Ready! Progress monitoring assessments. **Development of the budget:** In the fall 2014, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The District Education Improvement Committee (DEIC) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TIPPS grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the Assistant Superintendent for Curriculum and Instruction, developed a comprehensive budget that would provide adequate: 1) personnel salaries, stipends, incentives to teacher based on student achievement; 2) supplies, curriculum, training and support for teachers; 3) performance awards based on teacher evaluation, individual classroom achievement growth, and school-wide achievement; 4) implementation of a comprehensive teacher evaluation system; 5) travel for teachers to attend state and national leadership programs. Once this tentative budget was developed, it was presented to the entire DEIC for input and approval. **Demographics of campuses** - The campus demographics of these campuses have specific demographics that relate to the defined goals and purposes of the grant – a need to transform educator quality and improve student academic performance. An average of 85% of students are Economically Disadvantaged. At each campus the African American and Hispanic students are the majority of students enrolled. Although the average years of experience for teachers at the targeted campuses are 12.5 years and 10.7 years respectfully, the STAAR test results reveal that students at these campuses are below both the state and regional averages in all core subject areas. Teacher input through surveys and discussions indicate that teachers need "onsite" coaching and mentoring with an emphasis on content to improve their pedagogy and the way they can engage more students in learning (District Survey). The average teacher salary on both campuses is slightly below the state average (TAPR report).

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Needs assessment process** - CISD believes that a comprehensive needs assessment is critical to the development of high-quality school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2012). The CISD District and Campus Needs Assessments are done annually by the DEIC with input from ESC 12 specialists, monitored throughout the school year, and updated annually at both the district and campus level through their Leadership Teams. The process is driven through the DEIC that is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DEIC in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation. **The management plan** - Successful management of any program requires clear and efficient planning, coordination, and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DEIC. The DEIC will establish a TIPPS Committee that will develop a TIPPS Management Plan to include planning, financial accountability, human resource management, continuous performance measurement, evaluation and reporting all progress to all stakeholders. The TIPPS Team will include the Superintendent of Schools, the Principal at each TIPPS campus, the TIPPS Project Director (PD) Master Teachers, Mentor Teachers, and Career Teachers at each campus in the project. The oversight of the program will be managed and monitored by the Coordinator of Instruction, who will be a district-level administrator. The PD will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. The Principal will serve as the head of the TIPPS Team and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The PD along with the Master Teachers and Mentors, will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. The PD will coordinate and supervise activities of the Master Teachers and Mentors. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the PD will conduct meetings every month to analyze progress-monitoring data. The DEIC ensures that the TIPPS Program will receive consistent, high-quality management due to the "buy in" and support for this initiative from the Superintendent of Schools and the DEIC. Because CISD has struggled academically, the superintendent recognizes that TIPPS has the research-based components that have the potential to improve educator effectiveness in the district. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project. **The evaluation design** -will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes of the TIPPS. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data for students and teachers will be collected immediately upon award. A rigorous, transparent, and equitable evaluation system for teachers and principals will be implemented that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student achievement. Evaluation methods will include pre- and post-surveys of teachers and principals, observation rubrics of knowledge and practices of participating teachers. CISD agrees to collect data and report annually during the life of the grant on the mandatory performance measures for "required practices" **All Statutory Requirements as well as TEA Requirements have been completely and accurately answered** – The DEIC has worked with the Superintendent to develop an Early Learning Intervention Model that will bring about improved educator quality and effectiveness, improved quality, effectiveness and efficiency of district administration and improved student learning by meticulously analyzing and applying the Statutory and TEA requirements. **Ongoing commitment to the goals of this grant program** – As previously stated above, the superintendent and the DEIC have pledged their support and sustained leadership to the TIPPS project. CISD will employ every effort to sustain the TIPPS through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the TIPPS. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement.

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## Schedule #6—Program Budget Summary

County-district number or vendor ID: 161921		Amendment # (for amendments only):											
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)													
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.													
Fund code: 276													
Budget Summary													
Schedule #/Title	Class/Obj Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$373,050	\$	\$	\$1,123,000		\$1,166,000	\$	\$1,166,000	\$	\$1,166,000	\$	\$4,994,050
#8-Professional and Contracted Services	6200	\$667,680	\$	\$	\$472,867	\$	\$323,125	\$	\$320,250	\$	\$320,250	\$	\$2,104,172
#9-Supplies and Materials	6300	\$169,616	\$	\$	\$95,492	\$	\$89,974	\$	\$79,974	\$	\$69,974	\$	\$505,030
#10-Other Operating Costs	6400	\$56,500	\$	\$	\$55,000	\$	\$55,000	\$	\$55,000	\$	\$55,000	\$	\$276,500
#11-Capital Outlay	6600/15XX	\$31,500	\$	\$	\$31,500	\$	\$31,500	\$		\$		\$	\$94,500
Consolidate Administrative Funds													
2.735% indirect costs (see note):		N/A	\$35,510	N/A	N/A	\$48,644	N/A	\$45,554	N/A	\$44,340	N/A	\$44,067	\$218,115
Grand total of budgeted costs (add all entries in each column):		\$1,298,346	\$35,510	\$1,777,859	\$48,644	\$1,665,599	\$1,621,224	\$45,554	\$1,621,224	\$44,340	\$1,611,224	\$44,067	\$8,192,367
Administrative Cost Calculation													
Enter the total grant amount requested:												\$8,192,367	
Percentage limit on administrative costs established for the program (5%):												x .05	
Multiply and round down to the nearest whole dollar. Enter the result.												\$409,618	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years. Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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2015-2020 Texas Title I Priority Schools, Cycle 4

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Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 161921				Amendment # (for amendments only):					
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher (day care)	1		\$25,000	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$225,000
2 Educational aide									
3 Tutor									
Program Management and Administration									
4 Project Coordinator	1		\$32,500	\$	\$65,000	\$65,000	\$65,000	\$65,000	\$292,000
5 Title									
6 Title									
Auxiliary									
7 Home Visitor Coordinator	1		\$25,000	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$225,000
8 Home Visitors	4 to 10		\$6,800	\$	\$68,000	\$102,000	\$102,000	\$102,000	\$380,800
9 Title									
Other Employee Positions									
10 Literacy Coaches	3		\$75,000	\$	150,000	\$150,000	\$150,000	\$150,000	\$675,000
11 Family Liaison	1		\$12,000	\$	\$40,000	\$40,000	\$40,000	\$40,000	\$172,000
12 Master Teachers	2		\$49,500		\$110,000	\$110,000	\$110,000	\$110,000	\$489,500
13	Subtotal employee costs:		\$225,800	\$	\$533,000	\$567,000	\$567,000	\$567,000	\$2,459,800
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$15,000	\$	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
15 6119 Professional staff extra-duty pay			\$67,250	\$	\$400,000	\$400,000	\$400,000	\$400,000	\$1,667,250
16 6121 Support staff extra-duty pay			\$0	\$	\$0	\$0	\$0	\$0	\$0
17 6140 Employee benefits			\$65,000	\$	\$175,000	\$184,000	\$184,000	\$184,000	\$801,850
18 61XX Tuition remission (IHEs only)			\$	\$	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs		\$147,250	\$	\$590,000	\$599,000	\$599,000	\$599,000	\$4,994,050
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$373,050	\$	\$590,000	\$599,000	\$599,000	\$599,000	\$4,994,050

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

**Professional Services, Contracted Services, or Subgrants**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	International Center for Leadership in Education (leadership training)	<input type="checkbox"/>	\$70,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$150,000
2	ESC 12 (mentor training; coaching; dyslexia training; TSR facilitation)	<input type="checkbox"/>	\$144,500	\$	\$144,500	\$144,500	\$144,500	\$144,500	\$722,500
3	AVID (school improvement; college readiness)	<input type="checkbox"/>	\$26,400	\$	\$19,700	\$16,875	\$14,000	\$14,000	\$90,975
4	Lead4Ward (data analysis)	<input type="checkbox"/>	\$39,200	\$	\$22,400	\$22,400	\$22,400	\$22,400	\$128,800
5	Math Solutions/Do the Math (training for teachers; student improvement)	<input type="checkbox"/>	\$153,940	\$	\$86,700	\$86,700	\$86,700	\$86,700	\$500,740
6	Home Visiting Program (train parents in parenting skills-preschool)	<input type="checkbox"/>	\$9,600	\$	\$6,600	\$7,100	\$7,100	\$7,100	\$37,500
7	Meadows Center/CRT (Culturally Relevant Teacher training)	<input type="checkbox"/>	\$35,000	\$	\$35,000	\$10,000	\$10,000	\$10,000	\$100,000
8	StemScope Science	<input type="checkbox"/>	10,000		10,000	10,000	10,000	10,000	\$50,000
9	iRead/Read 180 -- core reading programs/interventions for at risk students	<input type="checkbox"/>	\$179,040	\$	\$127,967	\$5,550	\$5,550	\$5,550	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$667,680	\$	\$472,867	\$332,125	\$320,250	\$320,250	\$2,104,172
a.	Subtotal of professional and contracted services requiring specific approval:		\$667,680	\$	\$472,867	\$332,125	\$320,250	\$320,250	\$2,104,172
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$667,680	\$	\$472,867	\$332,125	\$320,250	\$320,250	\$2,104,172

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 161921						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1				\$							
	2				\$							
	3				\$	\$	\$	\$	\$	\$	\$	\$
	4				\$							
	5				\$							
6399	Technology software—Not capitalized					\$	\$	\$	\$	\$	\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$	\$	\$	\$	\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$169,616		\$95,492	\$89,974	\$79,974	\$69,974	\$505,030
Grand total:						\$169,616		\$95,492	\$89,974	\$79,974	\$69,974	\$505,030

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$56,500	\$	\$55,000	\$55,000	\$55,000	\$55,000	\$276,500	\$276,500
Grand total:		\$56,500	\$	\$55,000	\$55,000	\$55,000	\$55,000	\$276,500	\$276,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600/15XX)**

Amendment number (for amendments only):

County-District Number or Vendor ID: 161921

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX	Library Books and Media (capitalized and controlled by library)	N/A	N/A	\$	\$	\$	\$	\$	\$	\$
1										
66XX/15XX	Technology hardware, capitalized	45	\$700	\$31,500	\$	\$31,500	\$31,500	\$	\$	\$94,500
2	Mobile Devices		\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Technology software, capitalized									
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX	Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$

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2015–2020 Texas Title I Priority Schools, Cycle 4

[illegible]

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Data About Students:** CISD's needs assessment articulates the magnitude of problems facing the students at the Connally Elementary grades. The literacy levels of the students significantly lag behind the state average and there are also glaring discrepancies in literacy skills of sub-groups of economically disadvantaged, special education and minority students when you compare data to their white counterparts who are not in subgroups. The unemployment rate in the community is well over 20% with 25% of the families identified as living in poverty or extreme poverty (U.S. Census Data, 2010). District neighborhoods are beset with poor housing, high substance abuse, high dropout rates and heavy violence. 79% of the students enrolled in CISD are classified as Economically Disadvantaged; have been identified as at-risk for language or reading difficulties on assessments; are at -risk of being referred to special education based on these difficulties; have been evaluated under section 614 of IDEA related to reading; and are deficient in the essential components of reading skills or are identified as having limited English proficiency. Furthermore, the district's ESL/Bilingual population continues to grow rapidly, increasing approximately 20% in the last three years. PEIMS data shows a constant rise in percentages of at-risk (34%); minority students (59%); dropout rate (0.8%); discipline referrals (47%) and special education enrollment (9.3%). Heavy gang activity and racial violence combined with other adverse childhood experiences typical for the area (interrupted living situations, foster care placement etc.), put these students in the highest risk categories for not graduating from high school and encounters with law enforcement. No campus had a reading/ELA TAKS passing rate that exceeded the state average for the 2013-14 school year. In addition to poor student performance, for the last three school years, less than 100% of the teachers meet "highly qualified" criteria; teachers are teaching outside of their certification; and there is high percentage of teacher/administrator turnover at the district/campus level. **Birth to age 5:** Teen birth rates are high (71 out of every 1,000 teens in Connally vs. 40 out of every 1,000 nationwide), as is the percentage of households with children headed by a single mother. Research shows that these students are less likely to be read to and enter school with lacking prerequisite skills (Guernsey & Mead, 2010). 85% of CISD Prekindergarten students are developmentally delayed by at least one year when they enter school and 15% have not attained grade level literacy skills by the end of third grade. 95% of prekindergarten students are classified as Economically Disadvantaged. **Kindergarten to 5<sup>th</sup> grade:** Only 78% and 81% of all students respectively met the state standards on the 2014 STAAR test in Reading, at least 11 percentage points lower than the state average. No subgroup except White 3<sup>rd</sup> graders scored at the state average with Economically Disadvantaged students scoring 9 percentage points less than the state average.

**Trends:** 1) The percent of economically disadvantaged students has grown from 64% in 2003 to 85% in 2015. The increase in students from low-income homes started to increase in 2007 when there was a 10% increase in one year. 2) Writing STAAR scores have been substantially lower than the state average (72% passing) at 38% passing in 2013 and 48% passing in 2014. African American, Hispanic students, Economically Disadvantaged students, and English Language Learners have lower writing scores than White students (more than 25 percentage points in 2014. According to teachers, this points to the fact that these students have few "life experiences" to write about. Students score low on vocabulary skills and 75% of Hispanic and African American students score in the bottom quartile of reading comprehension assessments. 3) In 2003 58% of the students attending the campus were White with 20% African American and 19% Hispanic. The percent of White students attending the campus has dropped to 35% in 2014; increased to 31.6% African American; increased to 30.5% Hispanic. 4) According to pre-school screening exams, students' level of pre-school readiness has decreased from 65% of the students being "school ready" in 2006 to less than 35% of the 4 years old entering Prek being "school ready" in 2014. 5) Parent involvement has dwindled in the last five years according to attendance logs. Teacher and parent surveys as well as attendance logs years show that 25% fewer parents are attending Open Houses, parent conferences, and parent trainings than they did five years ago.

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x			
County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>Part 1: Student Demographics- Data.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	1195		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	359	30.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	379	32%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	404	33.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1019	85.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	138	11.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	72	6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	590		xx
Disciplinary placements in In-School Suspension	511		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	59		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	20		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	NA	NA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	313	66%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		42.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		14.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	17.8		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1348		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		71.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Data About Staff:** Connally ISD, and specifically the elementary grades, have had a difficult time retaining teachers in the district. A large percentage of the teachers at the elementary are beginning teachers (36.3%) and this has been the trend for the last five years. The campus and the district spend time and resources training these beginning teachers in areas from classroom management to measuring the campus progress against identified criteria. 65% of beginning teachers leave the district after 3 years and they take the training and expertise they have gained with them. Over half of the teachers leave Connally ISD for schools within the area that have fewer economically disadvantaged and minority students.

**Trends:**

- 30% of teachers at the elementary level are certified through Alternative Certification Programs and have as their college major a subject other than education.
- Although 13 teachers have a Master's Degree 75% of the higher education training has been in Administration rather than a teaching field.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>Part 3: Staff Demographics- Data</b>			
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.			
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Staff	106.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	76.1	71.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	11	10.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	22.3	21%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	7	6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	1.5	1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	60.5	60%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	8	36.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	25	23.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	16.5	23.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	11.5	16.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8	11.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$38,187		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$39,561		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$42,265		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$46,716		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$54,125		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	22	20%	Staff Personnel Records
Staff with Bachelor's degree as highest level attained	75	68%	Staff Personnel Records
Staff with Master's degree as highest level attained	13	12%	Staff Personnel Records
Staff with Doctoral degree as highest level attained	0	0%	Staff Personnel Records

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 161921										Amendment # (for amendments only):				
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
116	176	176	192	170	180	191								1201
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	10	8	9	10	8	9								60

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision-making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders a DEIC is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within CISD as well as examine and analyze the state of current student achievement, and set goals for student achievement. Since all three campuses in this project have accountability ratings of "Improvement Required" by TEA for two consecutive years, multiple sources of data have been examined to identify the priority needs of the campuses. The DEIC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

**Process to identify and prioritize the needs of the campuses:** A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of the campus' environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the superintendent, principal, assistant principal, counselor, teachers, parents and students (when age appropriate)
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- Direct classroom observation using the Rigor/Relevance Rubric
- Review of school data (PEIMS, AEIS, CIPs, lesson plans, etc.)
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Curriculum and instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs were assessed including teacher qualifications, the nature of professional development, planning time for teachers, financial incentives.
- The mentoring program was analyzed through questionnaires and conversations with first through third year teachers
- Family and community involvement was explored (communication with parents about student achievement, their involvement in decisions, supports provided to families, and/or business partnerships)

The DEIC performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of skills, knowledge, and abilities of teachers and staff members as well as organizational goals, climate and internal and external constraints. By using multiple data sources to compare data, priority needs emerged. These priority needs will help the DEIC make informed decisions that will ensure that all students meet challenging academic standards and meet district and campus goals.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed
- Causes for student performance problems were identified based on reoccurring trends
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the DEIC committees were communicated to the entire DEIC and the task of prioritizing the needs was done by the entire DEIC over several months and numerous meetings.
- A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DEIC examined the school reform models and the benefits of each model and decided that the Early Learning Intervention Model was the best fit for Connally ISD and the unique needs of our students. The data collected from Early Childhood Screening assessments, parent interviews, and student progress monitoring point to the fact that at least 65% of the children entering Connally ISD are already exhibiting a lack of school readiness. Gaps between low-socioeconomic children and their peers are also large. Our students are entering school lacking key language, literacy, pre-math, and socio-emotional skills. Further investigation has shown that these gaps in school readiness are the result of disparities in these children's early learning experiences, both at home and in child-care settings.

Based upon these discussions, it was the decision of the DEIC that effective early intervention strategies can both alter the course of children's developmental trajectories and prevent the onset of secondary complications and would benefit more students directly. In order to significantly improve school-readiness outcomes and elementary programming, this project will best meet the needs of the students by providing intentional, instructionally rich and developmentally appropriate learning experiences for children from Pre-Kindergarten to 5<sup>th</sup> grade. This will be done by implementing 1) a clearly articulated, coherent and intentional curriculum and education program that is vertically aligned across the transition from preschool into elementary school; 2) a professional development plan designed to train all teachers birth through grade 5 teachers in evidence-based instructional strategies and support them in applying these practices in their classroom; 3) contracting with high-quality organizations that will assist our campuses in implementing organizational changes that translate into high-quality curriculum, instruction, and assessment systems; 4) well-educated teachers with a Bachelor's degree and training specific to early childhood education; 5) planning-time across grade levels; 6) a rigorous and transparent evaluation system for teachers; 7) identify and reward principals, teachers and other staff through financial incentives as well as increased opportunities for promotion and career growth.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.

The DEIC has fully embraced and firmly believes that sustained change in student academic performance can only occur when a cohesive unified system of teaching and learning is understood by all stakeholders (Allen, 2012). At the school level, the Campus Leadership Teams developed ideas and suggestions and became a driving force for deciding upon the school improvement model. These leadership teams were also vital in sharing information with parents, students and some community stakeholders. However, the Superintendent and the DEIC wanted as many groups involved in the decision as possible. During the summer of 2014, the DEIC began targeting additional potential stakeholders by locating organizations that included potential stakeholders such as churches, local businesses, local colleges, neighborhood associations, civic clubs, and organizations such as fish and hunting clubs. A contact database was assembled that contained up-to-date contact information on existing, new and potential stakeholders. Next, these individuals and in some cases groups (Lions Club) were sent a survey asking how they would want to be involved.

Describe how this input was taken into consideration when selecting the model. By September 2014, invitations and educational materials were sent to potential stakeholders to recruit them into the planning process. CISD began hosting stakeholder meetings in October 2014, to discuss school improvement issues and a large representation of community members, teachers in the targeted schools, and parents attended these meetings. From the stakeholder meetings the DEIC created an extensive list of all the input received from stakeholders at each meeting and was able to categorize the suggestions according to campus and district priorities. A checkmark was placed after each item that came from more than one source and the DEIC was able to identify items that had three or more checkmarks, indicating it came from at least four sources. These lists were identified as stakeholder group local priorities. The DEIC used these lists to refine and narrow the issues and concerns of the stakeholders. Finally, these defined and narrowed lists were used to determine which school reform model was best for the targeted campuses.

Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. Since the long-term success of these campuses are deemed important, the DEIC has asked "To whom do the schools belong and who has a long-term vested interest in the success of the school?" The DEIC quickly found that the on-going collaboration is between the campuses and the families who send their children to the schools, the taxpayers who support the school, and the businesses who hire the graduates. The DEIC has plans to do the following to sustain stakeholders through the implementation process by: 1) providing stakeholders the data and other information they need to be productive partners around student achievement decisions; 2) stakeholders activities will be directly aligned with student achievement goals; 3) information sharing will be transparent and achievement data will be clear, accurate and meaningful; 4) allow stakeholders to have meaningful outlets to provide input such as group activities, brainstorming sessions, and listening stations. At least one-third of stakeholder meetings will be devoted to listening to stakeholder concerns, questions and opinions; 5) the outcome of every meeting will be documented and sent to all stakeholders for review. The Home Instruction for Parents of Preschool Youngsters (HIPPI) program will offer parents a trained person to work with 3 through 5 year-old children and help prepare parents to their children succeed in school. This program includes a developmentally appropriate curriculum; weekly home visits and monthly group meetings; role playing as the method of instruction; staffing that includes peer home visitors from the community in which the family is being served and a professional coordinator with sensitivity to the needs of young families.

**Schedule #14—Management Plan****For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Support/liaison campuses in the school improvement process; oversee the school improvement process; ensuring responsiveness of LEA offices to improvement efforts; providing a direct line of communication to the superintendent, other critical LEA-level leaders; assist in eliminating any LEA-level barriers that may hinder improvement	Views role as an integral part of his/her responsibilities; feels responsible for the success of campuses in improvement; has a direct line of contact with the superintendent and other critical district personnel; has authority to influence central office departmental procedures; has leadership and management experience
2.	Project Director	Manage the day-to-day activities of the grant project; be responsible for implementing the activities of the grant; develop a timeline of all grant activities; develop strategies to keep all staff focused on goals of the project	Master's Degree in Education; at least five years experience in an education; supervisory experience of medium to large teams; experience in fiscal/budget management, data reporting and evaluation
3.	Literacy Coaches	Provide ongoing, job-embedded training and support for the other teachers in the school to build their capacity and effectiveness as reading & math teachers	Familiar with reading & math research, state standards, & assessments; know what is to be taught at each grade level; understand pedagogy; familiar with best practices
4.	Master Teachers	Analyze student data and create an academic plan for the campus; lead cluster groups of teachers and demonstrate lessons, coaching and team teaching to career teachers; partner with the principal in evaluating teachers and conduct follow-up conferences with teachers.	Bachelor's Degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations; demonstrated expertise in content, curriculum development, data analysis, mentoring and professional development
5.	Mentor Teachers	Lead cluster meetings and provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers as well as evaluate teachers	Bachelor's degree & Texas Teaching credentials; at least three years of teaching experience; classroom demonstration showing instructional excellence; student data that illustrates the teacher's ability to increase student achievement
6.	HIPPY Coordinator & Family Liaison	Recruit parents, train home visitors for the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program, organizing group meetings, and developing enrichment activities. Family Liaison will work with families in public housing; organize tutoring; find resources for families	Strong communication, public relations and interpersonal skills; familiar with the community agencies; adaptable to the needs of the families; work flexible hours; 3 years experience working in an education, social service, or family support setting
7.	HIPPY Home Visitors	Members of the community and are also parents in the HIPPY Program; visit parents in their homes biweekly and instruct them in using educational materials	High School graduate; some college preferred; member of the community and has a child from 3-5 years of age.
8.	Teacher for Day Care	Responsible for planning and implementing a program to teach PreK students; ensure the development and safety of children	Certified to teach PreKindergarten in Texas.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	International Center for Leadership Education (ICLC)	Provides support to district and campuses level administrators by developing leadership skills to prepare them for setting instructional priorities and transforming instruction to increase achievement for all students	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
2.	Educational Service Center Region 12	Provide training in the Texas School Ready! Progress monitoring; provide on-site teacher coaching and follow-up; provide mentor training; provide on-site dyslexia training for teachers	Consultants must be a specialist in the field in which they are training; Bachelor's degree or above; at least 3 years teaching experience or experience in the field of expertise
3.	AVID	Focus on the necessary areas to ensure that all students are ready for academic success: Instruction, Culture, Leadership, and Systems that are embedded into the daily instruction across grade levels	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
4.	Lead4Ward	Instructional resource to provide teachers with detailed descriptions of specific, high-yield instructional strategies modeled and described and included for the PLC menus; support teachers in using an intentional planning processes to deliver rigorous, engaging instruction	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
5.	Math Solutions; Do The Math; iRead; Read 180; STEMscope	Create a strategic coaching plan targeted to our unique challenges: Model lessons, support for implementing effective teaching practices; differentiation strategies that will help educators meet the needs of struggling students in reading, math & science.	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
6.	Scholastic Achievement Partnership (SAP)	Provide research proven, technologically innovative programs targeting metacognition and literacy; develop coaching plan to ensure seamless implementation to address the needs of students; model lessons; support for implementing effective teaching practices.	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
7.	Home Instruction for Parents of Preschool Youngsters (HIPPI)	Home visiting program model that focuses on parent-involved early learning. Uniquely, these services will be offered directly to parents who then work with their own 3-5 year-old children. Instruction is delivered by Home Visitors employed by CISD.	High School graduate; some college preferred; member of the community; has a child from 3-5 years of age.
8.	The Meadows Foundation - The UTA	Building capacity for RtI; hence the use of an instructional decision-making model for RTI in the areas of reading, mathematics, and	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**How the campus and district will ensure that all project participants remain committed to the project's success.** Connally ISD has considered each member of the TIPPS Project's commitment, capacity and readiness to make the changes necessary to substantially raise the achievement of students our low-performing schools. The targeted campuses view the proposed program as a critically needed project and over the last year, the district and these campuses have increased their capacity to achieve lasting positive reforms through the implementation of strong evidence-based interventions. The district has made many changes which include personnel changes, instructional personnel additions at the campus level, and Leadership and Decision Making Training so that district and campus leaders thoroughly understand what is needed for sustained improvement. CISD and the campuses are ready to implement the TIPPS grant project for students from birth through grade 5. As a result of increased capacity, the district can use these grant funds to provide resources, services, and support to the targeted students age 0 to grade 5 and to fully and effectively implement this project for years 2016—2020 and beyond.

CISD and the campus staffs have pledged their commitment to this project's success in several ways. First, the DEIC established that at least 85% of the classroom teachers at the targeted campuses would commit to the TIPPS Project that has the potential to enable schools to meet annual goals and program-term measurable objectives. Once polled, 100% of the teaching staff and administrators at the targeted campuses agreed to commit to the TIPPS Project. Another very tangible sign of the high level of commitment to and understanding of this project's goals is the level of local funding support committed by the superintendent and the Board of Trustees. The Superintendent has committed the use of facilities, equipment, supplies, classrooms, transportation, utilities, telecommunications and administrative services for teachers, students, and parents at no-cost to the project. For the last years a huge commitment to the district and campus goals of the as evidence by CISD's current school improvement initiatives such as the Elementary AVID Program, the Lead4Ward that has taught staff to validate assessments, and the addition of instructional coaches and content interventionists at the campus level. Local funds as well as Title 1 funds have been dedicated to the project.

**Succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel**

It is inevitable that key personnel over the next five years will change. Although the turnover rate among teachers and staff is approximately 30% each year, the turnover rate among district staff and campus leadership is substantially less – approximately 10%. However, CISD has already begun to answer the questions of "who are the future leaders in our organization" and "what is being done to retain them in the school and develop their leadership capabilities?" The Board of Trustees sees succession planning as proactive and long-term. The district must ensure that practices support the recruitment, development and retention of appropriate leadership personnel. The following strategies have been put in place that will enable the campus and district to deliver continuous high-quality programming when there is a change in key personnel:

- provide feedback on individual performance;
- provide information on future opportunities in the school and the district;
- support individuals who are examining career goals;
- be a resource and source of ideas for development options;
- act as a sounding board; and
- set realistic expectations.

By providing increased opportunities for promotion and career growth, retain rates for staff will increase. The TIPPS Project will provide these opportunities for staff through this project. Master and mentor teachers will provide on-going, job-embedded professional development to teachers through weekly cluster meetings focused on specific student needs and research-based instructional strategies. Master and mentor teachers follow up with instructional support in the teacher's classroom on a routine basis. Mentors will be provided to all first-year teachers to guide and support them as

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### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

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Connally Elementary School is located in a community where families live in concentrated poverty, there are low expectations for students from their families, and the teacher turnover rate is high. For this chronically low-performing campus, the task of change initially seemed overwhelming. However, the barriers to success will be overcome through encouragement and support at the district level and a mobilization of resources to assist the troubled campuses. The following elements in this proposal are carefully designed to significantly increase capacity for lasting change:

1. The leadership and teaching staff will work with experts in the field of assessing school processes (including programs, curriculum, instruction and assessment strategies, interventions and classroom practices) to understand the process of documenting and measuring the learning processes that they are implementing. Some tools that will be used are Continuous School Improvement Continuums and Collaborative Instructional Logs.
2. The campus leadership (principals, assistant principals, instructional specialists, literacy coaches and grade level leaders) will work with recognized leaders in the field to begin building a culture that will support teachers through planning, implementation, and professional dialogues designed to maximize rigor, relevance, and learner engagement for all teachers and all students. This will include data collection will serve as a blueprint for school improvement and will be closely aligned to the campus goals and objectives; training and support for campus leaders; ongoing coaching and support; support for professional learning communities (PLCs).
3. The campus will use this project to develop a home visiting program model that focuses on parent-involved early learning where services are offered directly to parents, who then work with their own 3, 4 and 5 year old children. This will empower parents and provide lasting change at the campus and district levels, as these parents become their child's first teacher.
4. This project will enable the district to add a certified Prekindergarten teacher to the staff at the Connally Childcare facility (ages birth to 4) where there are currently no certified teachers.
5. Staffs at the Connally Child Care Center and Connally Primary School will enroll in Texas School Ready! and receive 70 hours of facilitated eCIRCLE professional development courses and onsite mentoring from Education Service Center Region 12.
6. Provide opportunities for career growth of teachers through a Master and Mentor Teacher Program. These staff members will lead cluster groups of teachers, demonstrate lessons, coach and team-teach career teachers. Onsite coaching will also be available to teachers.
7. Financial incentives for staff members will reward staff that facilitates student academic growth.
8. Job-embedded, intentional, sustained staff development will be available to staff that will increase teacher content knowledge and provide teachers with the understanding of authentic means for measuring school wide improvement and growth of student achievement.

**How will the LEA provide continued funding and support to sustain the reform after the grant period ends?** As previously stated, the superintendent and the DEIC have pledged their support and sustained leadership to the TIPPS Project. CISD will employ every effort to sustain the TIPPS Project through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the TIPPS. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement. Using this data, CISD will work with the campuses to incorporate best practices as part of the district and campus Improvement Plans. CISD understands that continuing the intensive professional development in this project will be the most challenging to sustain. However, the district has employed a Professional Development Coordinator that will develop a trainer-of-trainers model for the professional development provided in this project. A cadre of staff will be trained throughout the grant project so that they will be available to new teachers as they come to the district. Also, as evidenced by CISD's commitment to implementing, sustaining, and expanding this project, CISD has committed 10% in Title 1 and School Improvement funds to support this plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes used to establish challenging yet attainable performance measures included the same processes as the district and campus needs assessments:

- 1) A series of conversations were held among staff, students, parents and other stakeholders in the community and asking them questions such as "If we believe all students can be successful learners, what do we expect them to learn?"
- 2) Identify, collect and analyze multiple forms and sources of data that included demographic data; student achievement data; school report cards; Positive Behavioral Intervention and Support data; survey data from students, parents, and staff; process data such as policies, procedures and practices. Once the data was collected conclusions from the data was drawn and a problem statement was developed.
- 3) Based on the assessment of student learning needs, we identified measurable, attainable, and targeted goals aimed at increasing student achievement. These goals for student learning were submitted to the Superintendent in early fall, 2014.
- 4) Strategies and actions to ensure goal successes were developed. Learning strategies that work best for students and adults were identified; goals were modified and a timeline was attached to each goal; interventions to accomplish the goal was developed; the people responsible for each goal was decided.

The problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, each project campus is able to identify the number and names of children they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally Elementary School follows the Connally ISD RTI Guidelines and Procedures. During the school improvement process, the district consulted with Dr. Pam Bell and began to use materials from Building RTI at the Meadows Center (The University of Texas at Austin) to guide data collection and decision-making. All students are screened in reading and math using iStation and Accelerated Math. Teachers then complete Class Summaries and administrators complete Grade Level Summaries. Both detail the services being received and the degree of gaps in student learning. The RTI Campus Team (composed of the RTI Coordinator, campus administrator, diagnostician, interventionist, and teacher) holds Collaborative Conferences to determine appropriate interventions based on student needs.

At the Collaborative Conference, the team records prescribed activities and dosage rates for activities on the Collaborative Instructional Logs (CIL). The teachers keep a binder with the CILs make notations regarding student participation levels, problem-solving strategies used for activities, student responses to interventions during the mathematics and reading, and common mistakes. These logs are used as the teacher or interventionist works with the student in small group or individual settings. This personalized and detailed data is recorded on each student's CIL. At the end of the prescribed intervention timeframe, the Campus Team reviews progress during the Collaborative Conference. By examining the CILs over a period of time, the team then arrives at a decision regarding the appropriate prescriptive interventions that may be needed for each individual student. The team may change the intervention, continue the intervention for another round, move the student to Tier 1 Watch list, or refer for evaluation (Tier 3).

This process is monitored by the principals, assistant principals, and instructional coaching staff on the campus. Campuses also share the data with the Asst. Superintendent of Curriculum and Instruction.

Common intervention walk-through tools and spot observations are used to monitor the degree of implementation of RTI by teachers and interventionists. This allows administration to make necessary mid-course corrections.

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**Schedule #15—Project Evaluation (cont.)**

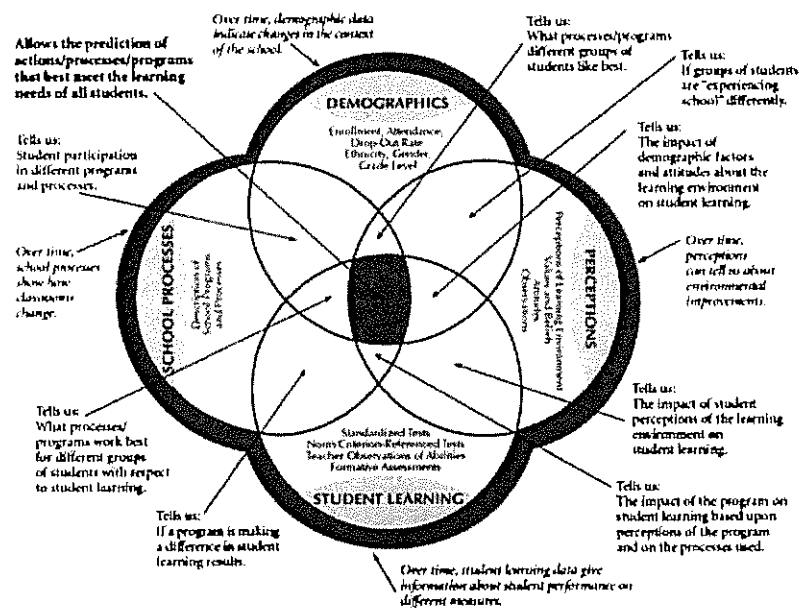
County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The targeted campuses have developed plans for evaluating student activities and interventions before they begin their implementation. These plans specify the collection and analysis of data in all areas of student interaction throughout the school year (see Multiple Measures of Data Diagram). Administrators, teachers, and even students gather information on their own performance and this comprehensive and ongoing data collecting will form the basis of assessments. The plans delineate how the results of the assessment are used to improve the effectiveness of the interventions and staff responsible for carrying out the plans. The campuses have adopted Victoria Bernhard's Data Analysis for Continuous School Improvement Model (© Education for the Future, Chico, CA (<http://eff.csuchico.edu>)). A schedule for continuously monitoring the effectiveness of program activities and interventions has been put in place. All principals and Instructional Specialists attend a Quarterly Review Meeting led by the Superintendent and Assistant Superintendent. At this meeting they collectively analyze student data of all types (benchmark data, universal screener data, Collaborative Instructional Logs, CLI Engage Screener, etc.) to make sure that students are on target and interventions are meeting student needs. Twice a year a full day is devoted to a more indepth look at student data as well as activities and interventions. Campus Leadership Teams are expected to present student data that indicates activities and interventions are being successful and information on activities and interventions that were not successful. Monthly the Assistant Superintendent meets with principals in a Principal Support Meeting that regularly analyze at student data. At these monthly meetings problems with project delivery are identified (using the Continuous Improvement Walk Through data as well as student data) and plans to correct these problem areas are discussed. Principals are asked to submit a plan for corrections to any problems or concerns within 10 days to the Assistant Superintendent.

**Multiple Measures of Data****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has developed a rigorous process to select external providers. For the TIPPS Project, a committee from the DEIC will serve as the selection team and the Federal Programs Director will serve as the point of contact. Committee recommendations will be presented to the entire DEIC and district procurement policies will be followed.

Identify a reasonably sized pool of prospective external providers: According to Board of Trustee policy CVB (Legal) a reasonable sized pool of applications must return the RFP. The DEIC has established that at least two external providers must submit the RFP.

Assess level of experience in delivering the work: In order to compare each provider's level of experience, the DEIC will develop a *Provider Rating Worksheet* with a list of prepared questions to ask each provider regarding their level of experience. The scoring template will be a simple checklist, a rubric, or a standard set of questions to rate the responses. The aim is to establish a standard set of criteria to evaluate responses.

Determine a history of prior success; consistent strong results in similar projects: The RFP will ask that providers include a resume listing prior similar projects. Members of the DEIC will contact each project contact on the list and have a conversation with the provider regarding the success of the projects that are similar to CISD's project. In addition, a *Rating Checklist* will be completed by each member of the DEIC that contacts previous districts for additional information and to get recommendations from previous districts. Every member of the DEIC will have access to this information.

Conduct a risk-assessment related to contracting: CISD Board of Trustee Policy requires that a documented security assessment process be provided prior to the acceptance of an external consultant's contract approval. External providers must provide the district with evidence of 1) their employee/consultant employee criminal background history checks; disclosure of types of student data collected and for what purposes; language that states that CISD maintains direct control over data and providers may not use student data for any reason other than the legitimate education purposes; compliance of all FERPA laws; detailed descriptions of the Infrastructure, Systems & Technology that is used by the external provider; detailed information on security incident detection and handling.

Execute final selection and procurement: After collecting the proposals submitted by potential providers and gathering information directly from the provider and from other schools/districts that have used this provider, the selection committee will come to a consensus about which provider to recommend to the DEIC. After finalizing all of the data, the committee will enter into negotiations with the provider to establish a contract and working relationship that is acceptable to all parties. Areas that will be discussed are clarifying the services and materials to be delivered; clarify the costs and payment arrangements; clarify the contract length; determine the outcomes and evaluation measures to be implemented.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed schedule to regularly review external provider performance: In order for the external providers to meet the project deliverables in their contract with the district, an agreed upon schedule by the Superintendent, the DEIC, and the external provider will be followed. The external provider will provide monthly updates on their progress towards agreed upon benchmarks. Quarterly (October, January, April and July) the external provider will provide data demonstrating that the stated performance goals and benchmarks are being met; the effectiveness of the provider's services, including whether those services are being offered in the prescribed timeframe; quarterly reports on budget expenditures and any changes to future spending needs. A yearly review of the scope of the work that has been done will be held in July of each year.

Campus/district personnel responsible for oversight and management of providers: A committee from the DEIC composed of the Assistant Superintendent, building principals, teachers, the business director, and community stakeholders will be responsible for the oversight and management of the providers. This committee will make monthly reports to the DEIC as a whole.

Process/instruments used to measure and monitor success of providers: Each external provider will have an action plan in place that lists each of the measurable performance goals and benchmarks that are tailored to the needs of the campus. To monitor the success of the providers these goals and benchmarks from the action plan will be evaluated by the committee from the DEIC.

Corrective actions or additional supports utilized to improve provider performance: If the provider is not on track with the stated project deliverables, corrective action will be done immediately. The provider will present an overview of the changes made to services, the reasons these changes were made, and their alignment to the goals and objectives of the district. The provider must provide a plan for getting back on track with the timeline and this will be reviewed in the next two weeks.

Criteria/sequence of actions to be taken to remove/replace a low performing provider: If it is the consensus of the committee that the external provider has not performed to the level that was expected and agreed upon in the contract, the following actions will be taken: 1) a written communication from the committee to the service provider and the DEIC will be sent 45 days prior to the contract renewal (if at the end of the contract) informing the provider that their contract will not be renewed for the following year. 2) The provider will have 10 days to ask for a hearing with the committee to discuss the actions. The committee will meet with the provider in a posted hearing. 3) The committee will recommend to the DEIC that the contract not be renewed. 4) The committee will vote on this recommendation and if it passes, a letter will be sent to the provider and the Board of Trustees stating that contract will not be renewed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Reconfigure staffs by identifying the number of Master and Mentor teachers needed for TIPPS Program; amount of stipends to be paid; and if necessary identify the number of needed replacement teachers	
2.	Establish a staffing committee to review applications, conduct the selection process and make recommendations for filling each position of Master and Mentor Teacher. Advertise the Teacher Mentoring Program, Performance-Based Pay, Professional Development available through TIPPS program, Career Pathways, and program interventions (AVID; Math Solutions; data gathering programs; leadership development)	
3.	Advertise, interview, and select TIPPS Project Director, the teacher for the Connally Day Care, and the Family Liaison positions	
4.	Advertise RFPs for external service providers for proposed interventions; interview and make recommendations to the DEIC for external service providers; if approved by DEIC recommend to the Board of Trustees for approval. Develop timelines for implementation of external service provider training to begin.	
5.	Order supplies that are associated with reading, math and science curriculum materials. Contact external service providers with possible dates for training to occur during pre-implementation period.	
6.	The data collection component of will be carried out to help guide the campuses in the development of effective instructional leaders: 1) instructional assessment; 2) on-site school visits; 3) instructional data report; 4) evaluate stakeholder perceptions.	
7.	The leadership teams at the targeted campuses will attend a one-day training designed for leaders to examine look creating effective learning environments; a two-day training will focus on planning, implementing, and supporting rigorous instructional for all classrooms; ongoing training will resume in fall 2016.	
8.	Leadership teams (the principal, content- area teacher leader, and program leaders) will attend training on comprehensive data analysis protocol to determine a focus for improvement planning, professional development, and instructional intervention. In this class leadership teams will use an analysis process using cumulative state-level data at the knowledge and skills level to determine focus areas for the year; the leadership team will attend AVID Summer Institute for training for first-year implementation.	
9.	The Family Liaison will begin recruiting parents, hiring and training home visitors for the home visiting program; the Family Liaison will begin contacting the Housing Authorities where students on the targeted campuses reside to implement a tutoring program at the locations	
10.	Enroll in the Children's Learning Institute CLI Engage platform, and the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. Begin TeachScape training.	
11.	Principals, Mentors and Master Teachers will attend teacher evaluation certification and become certified.	
12.	Two-day evaluation startup training (leadership tem leads) for Career Teachers to understand the evaluation system.	
13.	Establish a bonus award pool of funds for teacher performance awards and explain system to staff	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 161921	Amendment # (for amendments only):
<b>Statutory Requirement 4: Coordinated and Integrated Efforts.</b> Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Currently CISD has several <u>ongoing, existing initiatives</u> that are similar to the TIPPS project. First, CISD has a Support Structure for Mentor Program for teachers new to the teaching profession. A stipend is paid to Mentor Teachers from district funds. A structured support system designed from <i>The Mentor's Guide: Facilitating Effective Learning Relationships</i> (Zachary, 2012) is the basis of the program. Secondly, CISD has identified critical areas of need in which the district has difficulty in recruiting and retaining certified teachers. Teachers that are recruited in these critical need areas are paid through local funds a signing bonus and a stipend if they meet the district criteria.</p> <p>Also, CISD currently has a Texas Literacy Initiative (TLI) grant to improve school readiness and success in the areas of language and literacy for disadvantaged students in all of the district campuses, which will end August 2015. At the elementary level the grant project focused on:</p> <ol style="list-style-type: none"> <li>(1) Increasing the oral language and pre-literacy skills of participating preschool children;</li> <li>(2) Increasing the performance of participating students in K-2 on early reading assessments;</li> <li>(3) Increasing the percentage of participating students who meet or exceed proficiency on the State English Language Arts assessments;</li> <li>(4) Increasing the use of data and data analysis to inform all decision-making in participating districts, campuses, classrooms, and early learning settings; and</li> <li>(5) Increasing the implementation of effective literacy instruction through <i>Literacy Lines</i>.</li> </ol> <p>The TLI Project provided the district with the opportunity to work with Education Service Center 12, the Children's Learning Institute at the University of Texas Health Science Center at Houston, the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk at the University of Texas at Austin, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. Also teachers were provided professional development training to support the Texas Literacy Initiative.</p> <p>CISD will <u>coordinate efforts to maximize the effectiveness of grant funds</u> and sustain the program by continuing the existing initiatives (Support Structure for Mentor Program and the CISD Critical Needs Incentive Program) and continue to pay for the stipends as approved by the CISD Board of Trustees for the Mentor Program as well as pay incentives to teachers who are in critical need areas. Training that teachers attended with the TLI grant will not be duplicated – all of the training that is important in the TIPPS grant will be training that teachers and administrators have not received through prior programs.</p>	
Schedule #16—Responses to Statutory Requirements (cont.)	
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County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>Statutory Requirement 5: Principal Replacement</b> Applicants proposing a <b>TRANSFORMATION, EARLY LEARNING</b> or <b>TURNAROUND</b> model must replace the principal who led the school prior to the commencement of the model. <b>Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.</b> These applicants shall respond to the prompts in the table below. Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Name of principal who will be in place through the implementation of the model:	Holly Bounds	
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	Ms. Bounds was employed on June 15, 2015 by the Connally ISD Board of Trustees.	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	NA
Description of the modification:	NA
How intent of the original element remains/will be met:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The main data sources for student growth in the teacher and principal evaluation system is <b>Student Learning Goal/Objective</b> – a carefully planned, broad academic goal that teachers set at the beginning of the year for all students or subgroups of students and is informed by available data. It is measured by <b>Indicators of Academic Growth and Development (IAGDs)</b> , which include specific targets for student learning and expected outcomes over an entire course or year of instruction. Each teacher, through mutual agreement with his/her evaluator, will select <b>at least 1 but no more than 4 goals - objectives for student growth</b> , the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience. At the end of the year or course, the teacher meets with his or her evaluator to discuss attainment of the IAGDs and determine the teacher's impact on student learning. For teachers of STAAR-tested subjects, the growth of their students will be reflected in their evaluation through a value-add score that measures students' academic progress over the course of the year. Student growth is weighted 20% of the evaluation (classroom observation 70%; Goals Setting and PD is 10%).
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Teachers' classroom practices are evaluated multiple times each year by at least three different trained and certified members including the principal, a Master Teacher, and a Mentor Teacher. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from an <i>Instructional Rubric</i> . The scores from a teacher's four evaluations combine with a "responsibility score" to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element. Administrators are trained in the Performance Appraisal Management System (PAMS), an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use PAMS to monitor for score inflation. Teachers conduct a self-evaluation that is factored into the classroom observation score for that teaching session.
Describe how the evaluation system was developed with teacher and principal involvement:	In the fall 2014, a committee of teachers from the DEIC was given the responsibility of recommending a teacher and administrator evaluation system to the DEIC, which in turn would make recommendations to the District Site Based Team as well as the Board of Trustees. Outside evaluation specialists from ESC 12 worked with the committee by providing the group with sample evaluation systems currently being used by other districts as well as the Texas Teacher Evaluation Support System (T-TESS). The committee narrowed the list to three evaluation systems and meetings three meetings were held (before and after school) so that all teachers had an opportunity to review the systems. Detailed emails and PowerPoint Presentations were available to all staff members. The recommendation by the committee was to pilot the T-TESS system. The Board of Trustees gave approval.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Instructional staff have the opportunity to earn monetary incentive pay, based on their job assignment and criteria listed in the TIPPS Incentive Pay Guidelines. Core content teachers may earn (a) \$1,500 for a combination of student achievement and overall Proficient rating on data-walk observations protocols; (b) \$1,200 if the Campus reaches "Met Standard" on the TARP accountability system. Teachers will also be able to earn additional incentive pay based on the percent of the students they teach meeting standard. For example: 86-100% of students reaching met standard will be worth an additional \$750; 70-85% of students reaching standard may earn \$675; 60-69% of students reaching met standard may earn \$600. (Teachers (grades PreK-2) will have incentive bonus pay based on TPRI data. The DEIC will develop a complete incentive pay structure to be approved by the Board of Trustees.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	CISD has protocols and interventions available to principals and instructional leaders to support teachers who are struggling to improve professional practices. CISD procedures require that assistant principals and instructional specialists routinely observe and evaluate teachers to identify their areas of strengths and weakness. Literacy and math coaches routinely assist teachers and grade levels with unit and lesson planning. Coaches also observe, conference with, model instruction for and co-teach with teachers. The coordinator for PD is available for individual coaching on effective practices. When weaknesses and needs are found the principal and the teacher together create an individual plan for that teacher to improve in areas that have been designated as needs. Principals provide detailed suggestions to guide teacher improvement. Once the teacher and principal have agreed upon a priority list of interventions, these interventions are put in place. Once an intervention has been deemed effective, then the principal and teacher move through the priority list. Teachers are provided resources both in supplies and materials that are needed as well as assistance from content area interventionists and coaches that are specialists in the areas of identified needs. Once ample opportunities have been provided for teacher to improve their professional practice and they have not been able to meet the goals and objectives for improvement, the teacher is removed.
Describe the criteria established for educator removal:	CISD has implemented a collaborative review of teacher performance and designated that before a teacher can be removed from the classroom the principal must document poor performance from multiple data sources which include pre-conference, observation, post-conference; ongoing anecdotal observation of performance, observation of student work; teacher feedback; evidence of student performance data (i.e., student achievement); student portfolios (e.g., actual materials and reflections on performance logs, case notes, lesson plans). In the fall, the team looks at student data (universal screener and CBAs) by teacher that is masked to initially provide a more objective view. The team leveled teachers into tiers based on concern. Historical data was reviewed for teachers in Tier 2 and Tier 3 to determine patterns of performance. Walk-throughs and observational summaries are reviewed to determine disconnects between teacher behavior and student performance. The process was repeated in the spring to make final staffing determinations. The Teacher Retention Tool was also used at that point to ensure a broad scope of data was fully analyzed. Board policy regarding personnel dismissal is followed.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NA
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	NA
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NA

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County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a TEXAS STATE-DESIGN model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a TEXAS STATE-DESIGN model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

An applicant proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

Connally Early Childhood Center (CECC) offers a full-day Prekindergarten Program. The staffing plan provides each of the 6 classrooms with a certified and highly trained teacher as well as a highly trained paraprofessional. Both of these positions will be trained in the eCIRCLE framework that will be taught for a minimum of 4 hours a day and include cognitive readiness education consistent with developing children's social and emotional well-being. There will be a ratio of one teacher or paraprofessional for every 10 students. The salaries paid to the certified teachers, paraprofessionals, and other staff at the school are listed on the district Salary Schedule and are paid the same amount as staff with similar experience and education at other campuses in the district.

This campus will partner with the district-run Connally Child Care Center. Students that do not qualify for the Prekindergarten Program at Connally Early Childhood Center may be enrolled in this childcare facility. Currently there are no certified teachers at this facility; however, a certified Prekindergarten teacher will be employed with grant funds.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

CECC offers students a well-balanced curriculum that addresses the needs of the cognitive, social and emotional needs of pre-school students through state adopted materials and age appropriate classroom libraries. CISD has chosen *Scholastic* as the state adopted Pre-K curriculum. Scholastic is a comprehensive literacy program that provides PreK students the literacy foundation they will need for success in kindergarten and beyond and is supported by scientific, research-based studies with the goal of directly improving the pre-reading skills of three and four year old children by developing their phonological awareness, vocabulary, background knowledge, print knowledge, and letter recognition (Landry, 2002). The program is vertically aligned in all content areas. 4 hours of cognitive instruction will thread teacher directed and independent language, cognition and early reading skill activities.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

Assessments occur four times a year (TPRI, TEM/Star Math) to ensure that students are next-grade ready. In addition Circle teachers also assess weekly and monthly three times per year across the four key language and literacy areas. For children not at benchmark, interventions with frequent progress monitoring will be provided. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. The primary purpose for implementing a valid and reliable monitoring process is to provide teachers with consistent access to the information they need to make informed decisions about curriculum content for prekindergarten students and to plan and guide individual student instruction. The grant will purchase and implement the eCIRCLE student progress monitoring system for each participating teacher, including the software, licenses, and training materials, to use for child progress monitoring. Teachers participating in this program will 1) master new applications allowing for instant data gathering and analysis; 2) follow the testing window time points as outlined during training; 3) use data to plan for instruction using small group focus; and 4) individualize support and instruction to address and overcome learning problems for children with special needs and/or limited English proficiency.

**Schedule #16—Responses to Statutory Requirements (cont.)**

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**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	NA
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	NA
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161921	Amendment # (for amendments only):
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**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**  
 Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.  
 Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.  
 List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.  
 Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Critical Success Factor:</b>	<b>Academic Performance/Improve the Instructional Program</b>	
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	Planned Intervention	Period for Implementation
1.	Employ Literacy Coaches (3), Master Teachers (2), and Mentor Teachers for each campus.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Literacy Coaches will be trained on duties including providing intensive in-classroom coaching and online facilitation training to support the professional development, curriculum implementation, progress monitoring and to work closely with district and campus leadership.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Master Teachers (MT) will be trained to analyze student data, create, and implement an academic plan for the campus. MTs will lead cluster groups of teachers, demonstrate lessons, provide coaching and team teaching to career teachers, and provide on-going monitoring of instruction on a daily basis.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	CISD will work with experts and specialists to develop a standards-based curriculum that will align and calibrate instruction, provide equitable access to rigorous content, and support proficiency and readiness to meet the core content demands of college and career.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Using <u>data-driven instruction</u> , CISD will be able to identify students in need of further assistance (screening assessments), track content development (through interim or benchmark assessments, course assessments, classroom based curriculum assessments and, when measuring response to intervention, through more frequent progress monitoring) and to further diagnose the needs of those students who may be falling behind to determine how to target instruction and intervention most effectively (diagnostic assessment).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Experts in content delivery will provide professional development activities that will focus on pedagogical instructional strategies, curriculum alignment (horizontal and vertical), assessment methodologies and instructional scaffolding based on learning styles. The DEIC has ensured teachers that future PD will be intensive, job-embedded, with on-going activities that focus on increasing the effectiveness of school leaders and staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Develop staff development specifically for Child Care Facility and ECE providers utilizing the Children's Learning Institute at the University of Texas Health Science Center.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>	<i>Increase Teacher Quality</i>		
<b>Planned Intervention</b>			<b>Period for Implementation</b>
1.	The adopted framework for academic improvement will create <u>strategic career pathways</u> so that Master Teachers, Mentors, and instructional coaches will take on additional responsibilities at the campus level, become part of the campus administrative leadership team, and assist in transforming educator quality, effectiveness and efficiency to improve student learning and student academic performance for students.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	CISD will provide teachers new to the district Mentors to assist them in their transition to the school; a Master Teacher to provide <u>embedded, ongoing professional development</u> ; Individual Growth Plans to assist teachers in accomplishing instructional goals that lead to increased student achievement; cluster meetings that provide training and coordination with grade level/subject area teachers; and a performance-based compensation system based on student and teacher growth.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	CISD will utilize a comprehensive approach to <u>teacher evaluation and teacher incentive pay</u> that will depend upon multiple measures of both teaching practices and teaching outcomes. The evaluation system will provide differentiated feedback for teacher improvement and teachers will be observed in classroom instructional several times a year by multiple trained observers using rubrics for several dimensions of instructional quality.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	CISD will use a combination of weekly cluster group meetings in which teachers and the master and mentor teachers examine student data, engage in collaborative planning and learning instructional strategies that have been field-tested on their campus and have the opportunity to earn bonuses each year based on their observed skills, knowledge and responsibilities, their students' average growth in achievement, and the entire school school's average student growth.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	The evaluation process is delivered through an annual evaluation cycle that is supported by short cycle processes of data collection and formative feedback. During the first year of implementation a considerable amount of time is spent in cluster meetings introducing the teaching staff to the indicators in the instructional rubric. Master Teachers will continue to embed the instructional rubric indicators into weekly cluster meetings which provide a solid opportunity for these Master Teachers to model what specific indicators look like and sound like in effective classroom teaching. After year one, teachers are evaluated four times during the school year.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	A Performance Based Compensation structure will be implemented with grant funds to <u>reward and retain</u> Career Teachers, principals, Master and Mentor Teachers and other personnel who demonstrate effectiveness on multiple measures - including instructional evaluations, teacher-level value added scores, and school-level value added scores. The teacher evaluation structure will include four or more classroom evaluations each year by trained and certified observers using research-based instructional quality rubrics.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:*****Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation
1.	Provide job-embedded professional development to build capacity at the campus level. The following trainings will be attended by the campus leaders: Leading Change for Rigor and Relevant Learning; Developing; Implementing Rigor and Relevant Instruction Using the Collaborative Instructional Review;	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Campus Leadership will meet with an individual coach on an ongoing basis that will nurture skills and knowledge; provide targeted professional advice and guidance; provide guidance on working with teachers to prepare rigorous lesson plans/performance tasks, select effective high-engagement teaching/learning AVID methodologies in writing, inquiry, collaboration, organization and reading to learn.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Attend Leadership Academies at the regional and state level.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Provide the campus leadership with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Develop a schoolwide vision of commitment to high standards and the success of all students and	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Develop a shared-leadership philosophy on the campus by working as team with the Master Teachers and Mentor Teachers to lead cluster meetings of groups of teachers, demonstrate lessons, coach and team teach.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	The Leadership Team will work with the whole faculty to analyze a variety of disaggregated student learning results to determine school improvement goals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161921	Amendment # (for amendments only):
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**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Use of Quality Data to Inform Instruction***

Planned Intervention		Period for Implementation	
1.	Instructional leaders on the targeted campuses (the principal, content area teacher leader and program leaders) will attend professional development that is focused on completing a comprehensive analysis of current task students are being asked to do and instructional strategies used in the classrooms. Instructional leader will be able to identify strengths and potential areas of need on the campus and determine a focus for improvement planning, professional development, and instructional intervention.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Teachers will attend AVID Summer Institutes (during the 5 year grant period all teachers on the targeted campuses will be able to attend). Teachers will explore expectation and opportunity gaps and their relationship to the achievement gap and will be introduced to a data protocol that will help generate tangible evidence to meet and support challenges that exist at the campus level.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Teachers on the targeted campuses will create regular opportunities to share data with individual students and with parents on an individual basis. This will allow both students and parents to understand the child's academic achievement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Campus leadership will utilize the large amount of data that has been collected at the student, classroom and campus level to work in PLCs to inform instructional decision making.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The campus leadership will update the Board of Trustees three times a year on the progress of the campus by providing data that has been collected. This data will highlight strengths and areas of improvement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The campus leadership team will utilize the data collected to constantly monitor instruction and make changes to the instructional program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	A variety of professional development activities will be implemented including face-to-face staff development, coaching, observation and feedback, team teaching, learning walks with peer coaching and self-reflection. All of this data will be compiled periodically in the teacher's portfolio and will be part of the evaluation process.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	The DEIC will work with the district leadership to confirm that the school-wide calendar is an instructionally-focused calendar.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	All educators in grades PreKindergarten through 5 <sup>th</sup> grade will have time for joint planning across grade levels on a regular basis. Teachers will collaborate through Professional Learning Communities, grade levels, and across grade levels and subject areas.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Staffs at the targeted campuses will have time each six weeks to thoroughly analyze and respond to student data that has been collected.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Time will be in each teacher's schedule for them to receive coaching and job-embedded professional development that will continuously strengthen their instructional practices.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Tutors (either certified teachers or college students) will provide tutoring for students who are in need of additional learning time. This will be done after school at the school and also at local City/Housing Authorities where students are in need of additional assistance with homework and in closing achievement gaps in core subject areas.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Within the target campus' RtI framework students in Tier 2 and 3 will receive varied levels of intervention within the general education classroom with a general education teacher or other educator/service provider in addition to regular instruction.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Schedules within the targeted campuses are flexible and allow for changes when targeted students need additional learning time on specific instructional content. For example, students who need additional time to master a math skill may be grouped together during a non-math period of time while other students are receiving enrichment.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>	<b><i>Increase Parent/Community Engagement</i></b>		
Planned Intervention		Period for Implementation	
1.	Implement a home visiting program model that focuses on parent-involved early learning. Services will be offered directly to parents, who then work with their own 3-5 year old children. This hands-on program will prepare children for success in school and beyond and empower parents as their child's first teacher.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Employ a Home Visiting Coordinator that will direct the program and Home Visitors (one for every 12 families) who are members of the community and are also parents in the program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
3.	Employ Home Visitors who are parents who have preschool children in the community. The Home Visitors will be trained to work directly with parents in their homes to provide parenting skills and early literacy skills to preschool children who are not enrolled in a preschool.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	The Family Liaison will work directly with families and children who are living in government housing. The Family Liaison will provide opportunities for family to be engaged in the school and the community. Parenting skills for families who have children in Kindergarten and elementary will be provided.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	The Family Liaison will work with families to provide information on community services and access to community services that they need but do not have an understanding of how to access these services.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The Family Liaison will organize tutoring for students who are having difficulty and who have gaps in their reading and mathematic skills. The tutoring program will be offered at the government housing project so that parents will be able to work with their children.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	The Family Liaison will recruit parents who have similar interest to discuss parenting issues in a format called Parent Cafes. Over coffee and in a relaxed setting, parents will be able to get answers to and help other parents with parenting issues they are facing.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b><i>Improve School Climate</i></b>	
	<b>Planned Intervention</b>	<b>Period for Implementation</b>
1.	Administer a Climate Survey to determine areas that need focus and improvement and meet with small groups (teachers, students, stakeholders) to examine together the school's climate.	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Engage all stakeholders in working together toward a shared vision through community meetings and forums; visiting stakeholders in the community on a one-to-one basis; newspaper articles; social media articles.	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Provide places in the hallways <i>and</i> the teachers' lounge where stakeholders can post notes expressing their gratitude for each others' actions. Research shows that gratitude has the wonderful effect of helping groups feel more connected to one another and also gives a boost in self-worth—both important aspects of a positive school climate.	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Celebrate teacher successes on a regular basis through personal notes, a bulletin board in the faculty lounge, in the school newsletter, etc.	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Organize staff activities such as a "tail gating" on a football game day; a painting party; teacher luncheons;	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Use study circles to ensure that diverse perspectives are represented to address issues such as the achievement gaps, bullying, homework issues, and other issues that are important to students and parents.	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 161921 Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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